DOCUMENT RESUME

ED 211 695 CE 030 932

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TITLE Adult Eduction Needs Assessment. Missoula County High Schools, Missoula, Montana. September 1980-August 1981.
INSTITUTION Missoula Vocational Technical Center, Mont.
SPONS AGENCY Department of Education, Washington, D.C.; Montana State Dept. of Public Instruction, Helena. Div. of Adult Education.
PUB DATE 81
NOTE 82p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; *Adult Programs; *Educational Needs; Employer Attitudes; Individual Needs; Interviews; *Needs Assessment; Program Effectiveness; Student Attitudes; Surveys
IDENTIFIERS Montana (Missoula)

ABSTRACT

A needs assessment was conducted to identify education needs of the undereducated adult, determine whether the adult education program was meeting needs, identify adult education needs of employers, and increase community awareness and support for adult education. In the first of two surveys 400 adults were interviewed in person and by phone. Half were considered synonymous with the target population. The remaining 200 respondents were selected at random. (Data are presented in 42 tables grouped in these categories: demographic information, delivery system, and curriculum. Brief narratives accompany the tables.) In the second survey personal interviews were conducted with nine major employers in the community. (Survey results are presented in narrative form.) It was recommended that information about adult basic education programs be made more available with special emphasis on reaching unskilled workers. Instruction should be directed toward preparation for the General Educational Development Tests, earning high school diplomas, and increasing job competency. Programs should provide consumer skills courses and a wide variety of courses in the academic, vocational, hobby, and leisure time activities areas. (The 25 community survey and 13 employer survey conclusions that led to these recommendations are listed. Survey instruments and index of tables are appended.) (YLB)

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ED211695

ADULT EDUCATION NEEDS ASSESSMENT

MISSOULA COUNTY HIGH SCHOOLS

MISSOULA, MONTANA

U.S. DEPARTMENT OF EDUCATION
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September, 1980 - August, 1981

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ADULT EDUCATION NEEDS ASSESSMENT

Missoula, Montana

This project was designed and conducted by the Missoula Adult Learning Center, Missoula Vocational Technical Center. This project was made possible by a grant from the Office of Public Instruction, Adult Education Program, funded by Public Law No. 95-561 and Missoula Vocational Technical Center.

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This report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department should be inferred.

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INTRODUCTION

Throughout the past decade there has been a dramatic increase in the number of adults seeking further educational experience in a variety of educational settings and courses designed to meet their needs. This trend is true both nationwide and in Missoula, Montana. During the 1979-80 school year alone almost 4,000 adults participated in adult education evening courses offered through Missoula County High School. The Adult Basic Education Program at Missoula Vocational Technical Center served 1,341 persons age 16 and over. Others enrolled in enrichment courses were served by the University of Montana, the Y.W.C.A. and other civic organizations.

While this growth in participation is gratifying and indicates a degree of success for adult education, it gives rise to further concerns. For example, the number of adults served in adult education evening courses represents only eleven percent of the population of the city of Missoula (34,000). The number of individuals served by the Adult Basic Education Program represents only four percent of the Missoula population.

Do current enrollment figures truly indicate that the educational needs of Missoula's adult population are being met? Would increased advertising and recruiting activities increase enrollment in the existing program? What new directions in curriculum development and course offerings should be initiated in order to bring adult education to more persons in the community? Are the times and locations of classes suitable to the community's lifestyle?

To respond to these concerns, the Missoula County High School District Board of Trustees determined the need for a district-wide assessment of Adult Education needs.

Statement of Purpose

The purposes of the Missoula Adult Education needs assessment are:

1. To identify the educational needs of the undereducated adult.
2. To verify whether or not the Missoula Adult Education Program is meeting the needs of the adult population.
3. To identify the Adult Education needs of Missoula-area employers.
4. To increase community awareness and support for Adult Education.

General Procedures

Once the decision was made to conduct a community needs assessment and the project was approved, the Missoula Adult Learning Center Director and Project Coordinator met with consultants at Montana State University. The purpose of the meeting was to gather information regarding the design of survey instruments and procedures for conducting the community needs assessment.

Following this meeting, the project coordinator contacted representatives from local business and industry and human service agencies for the purpose of forming a steering committee. The steering committee was used as a resource for the development of questions for two survey instruments; one to be used in collecting needs assessment data from adults, and one to be used to collect data from area employers. The survey instrument was field-tested on current Adult Education students so that their impact could be included in the final instrument.

Section I of the report contains the results of the survey of individuals, while Section II contains the results of the survey of

employers and agencies. In Section III, the conclusions and recommendations based on the data from both surveys are presented and the survey instruments are included in Section IV.

The following dates and activities constitute the chronology of the needs assessment:

July and August, 1980

Proposal development, application and approval.

September, 1980

Initial meeting with consultants at Montana State University (MSU) for input on procedures and instrument design.

October, 1980

Initiated research on needs assessment procedures and instrument design. Formed and met with steering committee for input on questionnaires for adult and employer survey instruments. Contacted local Job Service and Chamber of Commerce for information regarding largest area employers.

November, 1980

Continued research. Initiated development of survey instruments.

December, 1980

Survey instruments were reviewed and ok'd by consultants at MSU. Following this, instruments were revised and field-tested. Project coordinator contacted Missoula Housing Authority, District XI Human Resources Council and LIGHT (Low Income Group for Human Treatment) to obtain information about the location of low income individuals.

January, 1981

Hired interviewers and initiated data collection. Met with consultants at MSU to design system for "coding" data collected from survey instruments for computer analysis.

February, 1981

Continued data collection.

March, 1981

Completed collection of data from adult population. "Coded" raw data from adult survey instruments. Initiated data collection from area employers.

April, 1981

Sent coded data to consultants at MSU for computer analysis. Completed data collection from area employers. Began writing final report.

June, 1981

Received tabulated data from consultants at MSU.

August, 1981

Continued and completed analyzing data and writing final report.

Furnished typist with completed sections of final report.

Proofread and completed survey.

SECTION I

Community Survey

METHODS FOR COLLECTING DATA

The two methods utilized for data collection were personal and phone interviews. Interviews were obtained from 400 respondents by three interviewers. Of the total 400 interviews, 233 were done in person; 167 were done by phone.

Fifty percent of the respondents had limited incomes and were considered synonymous with the Missoula Adult Learning Center's target population. All 200 low income respondents were interviewed in person.

The remaining 200 respondents were selected at random. Of the 200 random interviews, 33 were conducted in person; 167 were conducted by telephone. The 1980 Missoula and Western Montana Telephone Directory was used as a source for developing the random list. The method used to determine the random sample is as follows:

1. Ten of the 26 letters of the alphabet were selected. Those letters selected were B, C, G, I, K, L, N, R, V, W.
2. Every 20th name listed under that letter of the alphabet was called.
3. Those individuals contacted but not available for the survey were eliminated from the sample and the individual next in sequence was contacted.
4. In letters with a smaller listing of names; i.e., I and V, every fifth name listed was contacted.
5. Twenty individuals were contacted under each selected letter of the alphabet.
6. Agencies and organizations found in the listings were eliminated.

The population for the study included all adults and limited income adults living in the city of Missoula.

A copy of the survey instrument appears as appendix A.

METHODS FOR ORGANIZING DATA

Upon completion of the data retrieval, the instruments were coded and mailed to Montana State University for computer tabulation and analysis. Forty-three variables from the survey were computer tabulated. General categories analyzed from the data were as follows: sex, years of education (under and over 12 years) and occupational level (unskilled, skilled and professional).

Tables were constructed from data displayed on computer printouts in order to facilitate a clear picture of survey results.* The tables follow.

*The reader should note that due to the design of the Community Survey Instrument and the nature of this study, the total number of responses to questions will vary.

TABLES

DEMOGRAPHIC TABLES

Total number of responses on table numbers 2, 3, 5, 6, 7, 10,11 and 12 will vary due to lack of response to the survey question on which results were based and instrument coding errors.

TABLE NO. 1

Survey Question 1. What is your age?

Age	Number of Individuals	%	Cumulative Distribution
16	2	.5	2
17	5	1.3	7
18	7	1.8	14
19	14	3.5	28
20	12	3.0	40
21	10	2.5	50
22	14	3.5	64
23	13	3.3	77
24	24	6.0	101
25	9	2.3	110
26	12	3.0	122
27	21	5.3	143
28	12	3.0	155
29	15	3.8	170
30	17	4.3	187
31	12	3.0	199
32	13	3.3	212
33	7	1.8	219
34	9	2.3	228
35	9	2.3	237
36	9	2.3	246
37	8	2.0	254
38	5	1.3	259
39	4	1.0	263
40	2	.5	265
41	4	1.0	269
42	4	1.0	273
43	3	.8	276
44	2	.5	278
45	3	.8	281
46	6	1.5	287
47	4	1.0	291
48	5	1.3	296
49	3	.8	299
50	4	1.0	303
51	8	2.0	311
52	5	1.3	316
53	3	.8	319
54	1	.3	320
55	3	.8	323
56	1	.3	324
57	7	1.8	331
58	3	.8	334
59	5	1.3	339
60	4	1.0	343
61	1	.3	344
62	1	.3	345
63	1	.3	346
64	2	.5	348
65	2	.5	350
66	5	1.3	355
67	4	1.0	359
68	2	.5	361
69	3	.8	364
70	4	1.0	368
71	1	.3	369
72	8	2.0	377
73	2	.5	379
74	1	.3	380
75	4	1.0	384
76	2	.5	386
77	1	.3	387
78	3	.8	390
79	1	.3	391
80	1	.3	392
81	2	.5	394
82	1	.3	395
83	1	.3	396
84	2	.5	398
36	1	.3	399
90	1	.3	400

Mean Age Total Sample 38.1725

TABLE NO. 2

Sex Distribution

SEX	N	%
Male	138	35
Female	259	65
Total	397	100

TABLE NO. 3

Survey Question 2. Do you have any handicaps?

	N	%
Yes	39	10
No	360	90
Total	399	100

TABLE NO. 4

Survey Question 2 (part two) Type of handicap

	N	%
Physical	33	85
Emotional	3	8
Visual	2	5
Learning	1	2
Total	39	100

TABLE NO. 5

Survey Question 3. Marital Status

Marital Status	N	%
Single	88	22
Married	233	58
Divorced	45	12
Widowed	31	8
Total	397	100

TABLE NO. 6

Survey Question 4. Last Year of School Completed

Grade Completed	N	%
3	1	.3
4	1	.3
6	2	.5
7	5	1.3
8	31	7.9
9	18	4.6
10	24	6.1
11	18	4.6
12	107	27.2
13	40	10.2
14	44	11.2
15	25	6.3
16	49	12.4
17	17	4.3
18	5	1.3
19	4	.9
20+	3	1
Total	394	100.0

Mean grade completed: 12.81

Twenty-six percent of the population surveyed had not graduated from high school or earned a high school equivalency certificate. Twenty-seven percent had received a high school diploma while 48 percent had received education beyond a high school diploma.

TABLE NO. 7

Survey Question 5 (part one) Number of Financial Dependents

Number of Financial Dependents	N	%
0	5	1.3
1	197	46.3
2	82	21.2
3	50	12.9
4	35	9.0
5	16	4.1
6	11	2.8
7	5	1.3
8	1	.3
9	0	0
10	1	.3
11	0	0
12	2	.5
Total	387	100

TABLE NO. 8

Extrapolated from Survey Question 5 (part two) Do You Have Children?

	N	%
Yes	188	47
No	212	53
Total	400	100

TABLE NO. 9

Survey Question 5. (part three) How many?

Number of Children	N	%
1	66	35.1
2	75	39.9
3	15	8.0
4	23	12.2
5	5	2.6
6	2	1.2
7	1	.5
8	1	.5
Total	188	100

Mean number of Children is 2.52

TABLE NO. 10

Survey Question 6. What is your annual income?

Annual Income	N	%
$0-9,999	247	63
$10,000-14,999	52	13
$15,000-19,999	43	11
$20,000-29,999	37	9
$30,000+	16	4
Total	395	100

TABLE NO. 11

Survey Question 7. Are you presently employed?

Group	N	%
Yes	203	51
No	192	49
Total	395	100

TABLE NO. 12

Survey Question 7 and 7c. Type of work performed by employed; unemployed respondents when working.

Group	N	%
Unskilled	162	42
Skilled	161	42
Professional	63	16
Total	386	100

Ninety-seven percent (386) of the total population surveyed (400) responded to this question. For the purpose of this survey, unskilled work was defined as work requiring little or no formal education and no job-related training; skilled work was defined as requiring a high school education and/or job-related training; professional work was defined as work requiring at least a baccalaureate degree.

TABLE NO. 13

Survey Question 8. (for employed only) Do you like your present job?

Response	N	%
Yes	142	70
It's OK	42	20
No	20	10
Total	204	100

TABLE NO. 14

Survey Question 8. Do you want to continue doing this type of work?

Response	N	%
Yes	205	58
No	149	42
Total	354	100

TABLE NO. 15

Survey Question 9a. (For unemployed only) What kind of work would you like to do?

Response	N	%
Unskilled	10	8
Skilled	49	43
Professional	56	49
Total	115	100

Unemployed respondents who answered this question indicated a need for courses that would assist them in moving from unskilled jobs to skilled and professional vocations.

TABLE NO. 16

Survey Question 9b (For unemployed only) Have you had any training or experience in this?

Response	N	%
Yes	86	74
No	30	26
Total	116	100

DELIVERY SYSTEM TABLES

Survey Question 10 asked: What does the term "Adult Education" mean to you?

Respondents replied that "adult education" meant training, education, courses and learning programs designed specifically for adults.

Survey Question 11 asked: What does the term "Adult Basic Education" mean to you?

Respondents indicated that this meant training for adults in the basic academic skills of reading, writing and arithmetic and viewed this as the distinction between the two terms.*

*Since these questions were of open-ended design for the purpose of eliciting respondents' definitions of the two above terms statistics are not available to substantiate the responses.

TABLE NO. 17

Survey Question 12. Have you heard either term before?

Response	N	%
Yes	350	88
No	47	12
Total	397	100

TABLE NO. 18

Survey Question 12 (part two) Which one?

Term	N	%
Adult Education	134	38
Adult Basic Education	3	1
Both	215	61
Total	352	100

The majority of respondents had heard both terms before being interviewed for the survey (Table No. 17). When asked to specify which term they had heard before, respondents seemed least familiar with the term "Adult Basic Education" (Table No. 18).

TABLE NO. 19

Survey Question 12a. How did you hear about it?

	N	%
Word of Mouth	235	66
Radio	16	5
Television	14	4
Newspaper	69	19
Helping Agency	17	5
Employer	3	1
Total	354	100

Word of mouth has been found to be the best advertiser for adult education programs; however, the best media coverage for adult education programs has been the newspaper.

TABLE NO. 20

Survey Question 13. Are you familiar with the Adult Education program in Missoula?

Group N=400	Yes		No		Total	
	N	%	N	%	N	%
Male	61	44	77	56	138	100
Female	120	46	139	54	259	100
Unskilled	27	44	35	56	62	100
Skilled	42	47	48	53	90	100
Professional	28	61	18	39	46	100
Under 12 years ed.	34	32	72	68	106	100
Over 12 years ed.	147	50	147	50	294	100
Total	181	45	219	55	400	100

Forty-five percent of the respondents were familiar with the Adult Education program in Missoula. Of that group, those who were most familiar had professional occupations; those who were least familiar had less than twelve years of education.

TABLE NO. 21

Survey Question 14. Have you attended any Adult Education Programs?

Group N=387	Yes		No		Total	
	N	%	N	%	N	%
Male	34	26	98	74	132	100
Female	80	32	172	68	252	100
Unskilled	27	44	35	56	62	100
Skilled	42	47	48	53	90	100
Professional	28	61	18	39	46	100
Under 12 years ed.	29	28	73	72	102	100
Over 12 years ed.	85	30	200	70	285	100
Total	114	29	273	71	387	100

One hundred fourteen respondents or twenty-nine percent of the population surveyed have attended an adult education program. Sixty-one percent of that group had professional occupations. Those who attended the least had less than 12 years of education.

The data indicate that there are still a lot more potential adult education students in the community and that ways to encourage attendance, especially among those with less than 12 years of education, should be explored.

TABLE NO. 22

Survey Question 14a. What was your reason for attending?

Reason	N	%
To pass the G.E.D.	15	9
To get a job	30	18
To become qualified for job advancement	18	11
To get a better job	21	12
To learn how to do every tasks and duties around the home better	11	7
To spend my spare time more enjoyably	23	14
To meet new and interesting people	6	3
To get away from the daily routine	9	5
To become a better-informed person	35	21
Total	168	100

Thirty-nine percent of the surveyed population answered this question. Of that group, 21 percent responded that they attended to become a better-informed person.

TABLE NO. 23

Survey Question 14b. Were you satisfied with the program?

	N	%
Yes	96	79
No	25	21
Total	121	100

Responses indicate that almost eight out of every ten respondents who had attended an Adult Education program were satisfied with whatever program in which they participated.

TABLE NO. 24

Survey Question 15. Do you feel you have any educational needs?

Group N=396	Yes		No		Total	
	N	%	N	%	N	%
Male	90	67	45	33	135	100
Female	156	60	102	40	258	100
Unskilled	48	77	14	23	62	100
Skilled	54	61	35	39	89	100
Professional	26	57	20	43	46	100
Under 12 years ed.	57	54	48	46	105	100
Over 12 years ed.	190	65	101	35	291	100
Total	247	62	149	38	296	100

Sixty-two percent of the respondents to this question felt that they had educational needs. Of that group, males (67%) and those respondents with unskilled occupations (77%) expressed the strongest need for education.

TABLE NO. 25

Survey Question 16. In which of the following ways could Adult Education be most helpful to you?

	N	%
To pass the G.E.D. test	25	4
To get a high school diploma	13	2
To get a job	67	12
To become qualified for job advancement	56	10
To get a better job	61	11
To learn how to do everyday tasks and duties around the home better	33	6
To spend my spare time more enjoyable	80	14
To meet new and interesting people	61	11
To get away from the daily routine	60	11
To become a better-informed person	114	20
Total	570*	101

Twenty percent of the respondents to this question stated that Adult Education could help them the most by enabling them to become a better-informed person. To become a better-informed person also received the highest percentage of responses (21%) in Table No. 22.

*The survey instrument was designed to allow only those who expressed an educational need to respond to this question. In order to obtain the maximum amount of information from the question, respondents were encouraged to state more than one way.

TABLE NO. 26

Survey Question 17. Do you plan to take any courses in the category(ies) indicated above?

	N	%
Yes	114	52
No	107	48
Total	221*	100

*The survey instrument was designed to allow only those respondents who expressed an educational need to answer this question.

TABLE NO. 27

Survey Question 17a. What would be the most convenient time for you to participate in a course?

Group N=183	Morning		Afternoon		Afternoon 4-7 p.m.		Evening		Total	
	N	%	N	%	N	%	N	%	N	%
Male	15	27	8	15	5	9	27	49	55	100
Female	37	29	13	10	16	13	61	48	127	100
Unskilled	8	23	2	6	4	12	20	59	34	100
Skilled	6	13	2	4	4	9	34	74	46	100
Professional	5	31	0	0	4	25	7	44	16	100
Under 12 years ed.	18	35	10	19	7	14	17	32	52	100
Over 12 years ed.	34	26	11	8	14	11	72	55	131	100
Total	52	28	21	12	21	12	88	48	183*	100

Forty-eight percent of the respondents reported that evening would be the most convenient time to participate in a course. Responses also indicate that afternoon and late afternoon (4-7 p.m.) would be inconvenient times for course participation.

*The survey instrument was designed to allow only those respondents who expressed an educational need to answer this question.

TABLE NO. 28

Survey Question 17b. Where could Adult Education courses be offered in order to make it easy for you to participate in them?

Group N=186	Neighborhood Grade School		Neighborhood High School		Missoula Vo-Tech.		Other		Total	
	N	%	N	%	N	%	N	%	N	%
Male	16	28	0	0	39	70	1	2	56	100
Female	37	29	9	7	80	62	3	2	129	100
Unskilled	7	20	1	3	26	74	1	3	35	100
Skilled	10	22	3	7	31	67	2	4	46	100
Professional	4	25	0	0	12	75	0	0	16	100
Under 12 years ed.	18	34	2	4	32	60	1	2	53	100
Over 12 years ed.	35	26	7	5	88	67	3	2	133	100
Total	53	28	9	5	120	65	4	2*	186	100

Sixty-five percent of the surveyed population that responded to this question stated that it would be easiest for them to participate in Adult Education courses offered at Missoula Vocational Technical Center.

Twenty-eight percent of the respondents preferred neighborhood grade schools over neighborhood high schools (5%) as a location for Adult Education programs.

*The survey instrument was designed to allow only those respondents who expressed an educational need to answer this question.

TABLE NO. 29

Survey Question 18. Has/would a lack of transportation ever prevent you from participating in an Adult Education course?

	N	%
Yes	84	21
No	314	79
Total	398	100

The data indicates that a lack of transportation has or would prevent 21 percent of the respondents from participating in an Adult Education course.

TABLE NO. 30

Survey Question 19. Has/would a need for child care ever prevent you from participating in an Adult Education course?

	N	%
Yes	70	18
No	329	82
Total	399	100

The data indicates that a need for child care has or would prevent 18 percent of the population from participating in an Adult Education course.

CURRICULUM TABLES

TABLE NO. 31

Survey Question 20. Have you ever experienced any difficulty in reading?

Group N=395	Yes		No		Total	
	N	%	N	%	N	%
Male	27	20	110	80	187	100
Female	29	11	226	89	255	100
Unskilled	12	20	49	80	61	100
Skilled	12	13	77	87	89	100
Professional	5	11	49	78	45	100
Under 12 years ed.	31	30	73	70	104	100
Over 12 years ed.	26	9	265	91	291	100
Total	57	14	338	86	395	100

Fourteen percent of the respondents reported that they had experienced difficulty in reading. Of that group, 30 percent had under 12 years of education.

TABLE NO. 32

Survey Question 20 (part two). Have you experienced this difficulty when reading any of the following?

	N	%
Signs and Labels	4	7
Schedules and Tables	5	9
Sets of Directions	7	12
High Interest Factual Narratives	7	12
Advertisements	5	9
Technical or Legal Documents	17	30
Maps	5	9
Forms	7	12
Total	57*	100

Of those respondents that had experienced difficulty in reading (Table No. 31), 30 percent identified technical or legal documents as a source of reading difficulty.

*The survey instrument was designed to allow only those respondents who expressed experiencing difficulty in reading to answer this question.

TABLE NO. 33

Survey Question 21. Have you ever experienced any difficulty in math?

Group N=392	Yes		No		Total	
	N	%	N	%	N	%
Male	40	30	94	70	134	100
Female	34	33	171	67	255	100
Unskilled	21	34	41	66	62	100
Skilled	25	28	63	72	88	100
Professional	9	20	36	80	45	100
Under 12 years ed.	50	49	53	51	103	100
Over 12 years ed.	75	35	214	65	289	100
Total	125	32	267	68	392	100

Thirty-two percent of the respondents expressed experiencing difficulty in math. Of that group, 49 percent had under 12 years of education.

TABLE NO. 34

Survey Question 21b. Could you use help in any of the following?

	N	%
Whole Numbers	4	3
Fractions	20	16
Decimals	21	17
Percent	24	19
Measurement	20	16
Word Problems	16	13
Consumer and Personal Math	12	10
None of the Above	8	6
Total	125*	100

Of those respondents that had experienced difficulty in math (Table No. 33), 19 percent identified computation of percentages as an area in which they could use help.

*The survey instrument was designed to allow only those respondents who expressed experiencing difficulty in math to answer this question.

TABLE NO. 35

Survey Question 21c. Do you understand the metric system?

	N	%
Yes	100	29
No	247	71
Total	347	100

Seventy-one percent of those respondents who answered this question did not understand the metric system.

TABLE NO. 36

Survey Question 22. Have you ever experienced any difficulty in writing?

Group N=393	Yes		No		Total	
	N	%	N	%	N	%
Male	21	19	113	81	134	100
Female	21	8	235	92	256	100
Skilled	6	10	55	90	61	100
Unskilled	6	7	84	93	90	100
Professional	5	11	40	89	45	100
Under 12 years ed.	24	23	81	77	105	100
Over 12 years ed.	19	7	269	93	288	100
Total	43	11	350	89	393	100

Eleven percent of the respondents expressed experiencing difficulty in writing. Of that group, 23 percent had under 12 years of education and 19 percent were males.

TABLE NO. 37

Survey Question 23. Do you ever feel a need to learn things that would help you become a better consumer?

Group N=392	Yes		No		Total	
	N	%	N	%	N	%
Male	84	63	49	37	133	100
Female	163	63	94	37	257	100
Unskilled	37	61	24	39	61	100
Skilled	60	69	27	31	87	100
Professional	30	68	14	32	44	100
Under 12 years ed.	54	51	52	49	106	100
Over 12 years ed.	193	68	93	32	286	100
Total	247	63	145	37	392	100

Sixty-three percent of the respondents expressed a need to learn things that would help them become better consumers. Of that group, 69 percent had skilled occupations and 68 percent had over 12 years of education.

TABLE NO. 38

Survey Question 25. Do you know that Adult Education courses that lead to a G.E.D. or high school diploma are free?

	N	%
Yes	165	42
No	233	58
Total	398	100

Fifty-eight percent of the respondents did not know that Adult Education courses that lead to a G.E.D. or high school diploma are free.

TABLE NO. 39

Survey Question 26. Do you think your local school district should try to meet the educational needs of adults who did not graduate from high school?

Group N=395	Yes		No		Total	
	N	%	N	%	N	%
Male	90	66	47	33	137	100
Female	184	72	71	38	255	100
Unskilled	46	74	16	26	62	100
Skilled	62	70	27	30	89	100
Professional	29	64	16	36	35	100
Under 12 years ed.	73	69	33	31	106	100
Over 12 years ed.	203	70	86	30	289	100
Total	276	70	119	30	395	100

Seventy percent of the respondents thought their local school district should try to meet the educational needs of adults who did not graduate from high school. Of that group, 72 percent were female, 74 percent had unskilled occupations and 70 percent had over 12 years of education.

TABLE NO. 40

Survey Question 27. Which should be used the most to pay the cost of meeting the educational needs of adults with less than a high school education?

N=407	Yes		No		Total	
	N	%	N	%	N	%
Federal Taxes	223	63	129	37	352	100
State Taxes	239	63	112	32	351	100
Local Taxes	166	49.7	168	50.3	334	100
Student Fees	219	64	123	36	342	100
Total	239	59	168	41	407*	100

Respondents indicated that state and federal tax dollars should be used to pay most of the cost of meeting the educational needs of adults with less than a high school education. (For a more detailed breakdown of the data that resulted from survey Question 27, see Table No. 40a.)

*Survey Question 27 was designed to allow respondents to name more than one source of funding. For further clarification the reader is referred to the Community Survey Instrument in Appendix A.

TABLE NO. 40a.

Survey Question 27. Which should be used the most to pay the cost of meeting the educational needs of adults with less than a high school education?

N=517	10%		20%		30%		40%		50%		60%		70%		80%		90%		100%		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Federal Taxes	188	49	38	10	25	6	30	8	27	7	46	12	9	2	17	4	7	2	1	0	388	100
State Taxes	195	48	23	6	46	11	63	16	15	4	44	11	5	1	8	2	6	1	1	0	406	100
Local Taxes	141	48	23	8	60	20	42	14	10	3	12	4	6	2	2	1	2	0	0	0	297	100
Student Fees	168	48	92	26	25	7	20	6	7	2	27	8	8	2	3	.01	3	.01	0	0	353	100
Total	195	38	92	18	60	12	63	12	27	5	46	9	9	2	17	3	7	1	1	0	517*	100

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*Survey Question 27 was designed to allow respondents to name more than one source of funding.

TABLE NO. 41

Survey Question 28. Would you like to learn more about Adult Education programs in Missoula?

Group N=396	Yes		No		Total	
	N	%	N	%	N	%
Male	81	59	56	41	137	100
Female	177	69	79	31	256	100
Unskilled	44	72	17	28	61	100
Skilled	63	70	27	30	90	100
Under 12 years ed.	66	63	39	37	105	100
Over 12 years ed.	193	66	98	34	291	100
Total	259	65	137	35	396	100

Sixty-five percent of the respondents would like to learn more about Adult Education programs in Missoula. Of that group, 60 percent were female, 72 percent had unskilled occupations and 66 percent had over 12 years of education.

TABLE NO. 42

Survey Question 28 (part two). How would you like us to inform you?

	N	%
Mailed Brochure	183	40
Telephone	11	2
Newspaper	100	22
Radio	78	17
Television	74	16
In Person	11	2
Total	457*	99

Forty percent of the respondents would like to be informed about Adult Education programs by a mailed brochure.

*In order to obtain maximum information from this question, respondents were allowed to select more than one way to be informed about Adult Education programs.

SECTION II

EMPLOYER SURVEY

METHODS OF COLLECTING DATA

The method of data collection was personal contact. Two interviewers conducted nine surveys in a four-week period during regular office hours. The Missoula Job Service and Missoula Area Chamber of Commerce provided assistance in identifying major community area employers. Employer selection for the survey resulted in a blend of employers from the private and public sector of the local economy. The nine employers contacted were as follows:

Champion International Corporation--Building Products Division
Champion International Corporation--Mill Operations Division
County of Missoula
K Mart Discount Stores
Missoula Community Hospital
Montana Power Company
Sears, Roebuck and Company
St. Patrick Hospital
University of Montana

The interviewers obtained the surveys by appointment, asking the employers for their input on the educational needs of employees.

A copy of the data collection instrument appears as Appendix B.

METHODS FOR ORGANIZING DATA

Upon completion of the interviews, the data was hand tabulated and related in narrative form in the survey results section.

SURVEY RESULTS

Nine community employers were interviewed. They represented employers from the private and public sector of the local economy.

Of the nine employers surveyed, number of employees ranged from 1,326 to 120 with an average of 544.

Sixty-seven percent of the employers surveyed reported that less than a high school education was the educational criterion for job entry at the unskilled level. Thirty-three percent stated that a high school diploma or equivalent was required for job entry at that level. Fifty-five percent required a high school diploma; 45 percent required a high school diploma or equivalent plus specific experience or vocational training for job entry at the skilled level. For job entry at the professional level, 22 percent required at least a high school diploma or equivalent with specific vocational training; 78 percent required at least a baccalaureate degree.

When asked about the most frequent cause for rejection of job applicants, 44 percent of the employers responded lack of work experience; 33 percent stated ability to perform work; 17 percent said personality.

When asked in what basic academic skills (reading, math or writing) employees seemed to be deficient, one-third of the employers surveyed identified math as the most frequently-noticed area of basic skill deficiency. In response to the question, "What category of employee (unskilled, skilled, professional) seems to have the most frequent incidence of skill deficiency?", employers stated that unskilled employees most often lacked basic academic skills. Math was identified as the most frequently-noticed deficiency of that category of employee. Writing skills were identified as the most often-noticed skill deficiency

of skilled and professional employees. Employers said that when deficiencies were noted they recommended remedial study in no designated way; attempted to informally retrain the employee; discussed the situation with the employee; sometimes terminated the employee. Seven of the nine employers said they had no formal training programs for basic academic and job-related skills. Six of the nine said they had suggested Adult Education to their employees. All nine employers were aware of the Adult Education programs in Missoula. Two-thirds of the employers surveyed said they were interested in learning more about Adult Education programs.

When asked if they would be willing to provide release time for employees to attend Adult Education courses, two-thirds of the employers said they would, depending on course content and the degree that the course related to the employee's job.

Employers indicated that evening is the best time to offer Adult Education courses in order to facilitate participation by their employees. Missoula Vocational Technical Center was identified as the most desirable site for Adult Education programs by six of the employers; two indicated an interest in having courses offered at their places of business. Seven of the nine employers surveyed said they would encourage employees to participate in Adult Education programs offered at their business locations provided: there was a strong need for a specific course and the course was beneficial to each employee. Five out of eight employers (62.5%) said they would be willing to pay tuition costs of employees for courses that are specifically job-related.

When asked what educational needs employers had that Adult Education should meet, employers responded as follows: five of the nine said basic math; four said reading and job-related skills; three said writing skills.

Due to lack of response, the survey was inconclusive regarding employers' perceptions of rate of job advancement between employers who had a high school diploma or equivalent and those who did not.

Eighty-eight percent of the employers said they provided training programs for employees; two of the nine employers said they provided training in basic skills (reading, math and writing); all nine indicated they provided training in job-related skills; four said they provided personal development training. Responses indicated that employer training was of an informal, on-the-job nature.

All nine employers were aware of Missoula Vocational Technical Center.

Eighty-nine percent of the employers said they had employed people who had participated in Adult Education programs.

Fifty-five percent of the employers said they would have no preference between two applicants who were equally qualified with the exception that one had a General Educational Development Certificate (G.E.D.) and one had a high school diploma. Forty-five percent said they would prefer to hire the applicant who had a high school diploma.

Eight of the employers said there was an over-supply of unskilled personnel in the community. None of the employers indicated a significant shortage of personnel at any level of employment (unskilled, skilled, professional).

One-third of the employers anticipated a change in their labor demands over the next five years due to: economic conditions, implementation of new programs or construction of new plants and facilities.

When asked what Adult Education courses could be offered that would make them want to hire students employers responded: job hunting skills, key punch; sales training, clerical training, data processing,

interpersonal skills and job-related refresher courses for health professionals.

The employers favored brochures and newspaper advertisements as effective means of recruiting Adult Education students. One employer suggested having a recruiter visit his business on a regular basis. Another suggested having recruitment material available at the local Job Service Office. All but one employer said that Adult Education programs should be advertised more.

Employers comments about Adult Education were: "worthwhile"; "so important"; "there is a definite need for it in our community".

Respondents to the employer survey were receptive and anxious to learn of survey results. Adult Education brochures were left with the employers. At the employers' requests, course updates will be forwarded for posting.

SECTION III

SUMMARY

CONCLUSIONS

RECOMMENDATIONS

SUMMARY

The Missoula Adult Education Needs Assessment was conducted during the 1980-81 school year in order to identify the educational needs of the undereducated adult; determine whether or not the Adult Education program was meeting current adult education needs; identify adult education needs of Missoula area employers; increase community awareness and support for adult education.

Two surveys were conducted to reach this objective. The first was a sample of 400 adults in the community; half selected from the geographic areas of the Adult Basic Education target population, and half randomly selected from the community in general. The second was a sample of the nine largest employers in the community.

Upon the completion of the community survey, the data was sent to the Bureau of Educational Research at Montana State University for computer tabulation. The results of that data are presented in Section I. The data from the employer survey was hand-tabulated and analyzed at the Missoula Adult Learning Center. The results are presented in Section II of this document. Section III contains this summary, conclusions and recommendations. Section IV contains the Bibliography and Appendices.

CONCLUSIONS

Community Survey Conclusions

1. The average community survey respondent was female, married, and between the ages of 24 and 51.

2. Two-thirds of the sample population were female. However, the majority of participation by sex in Adult Education programs has traditionally been female.

3. The ages of the surveyed population ranged from 16 to 90 years with a mean age of 38.17. This reflects the demographic composition of the community.

4. One-tenth of the surveyed population was handicapped.

5. Over one-fifth of the sample had less than twelve years of education.

6. Nearly one-half of the surveyed population had at least one financial dependent.

7. Almost one-half of the sample had children. The mean number of children was 2.52.

8. Nearly one-half of the sample had an annual income of less than $10,000.*

9. Forty-nine percent of the surveyed population was unemployed at the time of the survey.*

10. Unskilled, skilled and professional workers received adequate representation in the sample.

11. Seven-tenths of the employed respondents liked their jobs.

12. Unemployed respondents who did unskilled work indicated a desire to move into skilled and professional vocations.

13. The sample was familiar with and expressed meanings synonymous with Adult Education and Adult Basic Education programs.

*When considering conclusion number 8 and 9, the reader should note that one-half of the sample had limited incomes.

14. The adult population of Missoula has a good idea of what Adult Education is and where it can be found.

15. The sample identified word-of-mouth as the best advertiser of Adult Education.

16. The target group of Adult Basic Education seemed to be the least familiar with it and fewer of them reported attending Adult Education programs than any other group of respondents.

17. Of the respondents who had attended and those who expressed an interest in attending Adult Education programs, the opportunity to become a better informed person appears to be a moderately significant motivation for participation.

18. Most respondents who had attended Adult Education courses reported being satisfied with the courses they attended.

19. More of those respondents who were working in unskilled occupations expressed a need for education than any other group.

20. Respondents indicated that the current times and locations of course offerings are adequate.

21. The need for transportation and child care do not appear to prevent participation in Adult Education courses for most respondents.

22. Two-hundred and twenty-five of the 400 individuals surveyed reported experiencing difficulty in basic academic skills. Most of the respondents indicated that math was their greatest need (55 percent) with reading being second (25 percent) and writing skills third.

23. Sixty-three percent of the sample felt a need for consumer education.

24. Seventy percent of the population thought that their local school district should try to meet educational needs of adults who did not graduate from high school.

14. Nearly two-thirds of the sample were interested in learning more about Adult Education programs. Most respondents indicated that they would prefer to be informed through a mailed brochure.

EMPLOYER SURVEY CONCLUSIONS

1. One-third of the employers required a high school diploma or equivalent for job entry at the unskilled level of employment. All of the employers required at least a high school diploma or equivalent for job entry at the skilled level. Seventy-percent of the employers required at least a baccalaureate degree for job entry at the professional level.

2. Employers indicated that most skilled jobs require specific vocational training in addition to a high school diploma or equivalent.

3. Employers identified math as the most frequently noticed area of basic skill deficiency of employees. A similar conclusion resulted from the survey of individuals.

4. Employers said that unskilled employees had a higher incidence of basic skill deficiency than skilled and professional employees.

5. According to employers, writing skills was the most frequently noticed skill deficiency of skilled and professional employees.

6. Most of the employers do not have a formal training program to meet the basic and job-related skill needs of their employees.

7. All of the employers were aware of the Adult Education program in Missoula.

8. Two-thirds of the employers said they had recommended Adult Education to their employees and were interested in learning more about Adult Education programs.

9. Two-thirds of the employers were willing to provide release time for employees to attend Adult Education courses that were relevant to the employee's job.

10. Employers indicated that evening is the best time to offer Adult Education courses and that Missoula Vocational Technical Center is the most desirable location for such programs.

11. Employers indicated that Adult Education courses in basic math, reading, specific job skills and writing skills would be beneficial to their employees. Employers said that they would be interested in hiring job applicants who had participated in Adult Education courses in job-seeking skills, key punch, sales training, clerical training and interpersonal skills.

12. Most employers thought that Adult Education programs should be advertised more and that brochures and newspaper advertising would be the most effective means of doing so.

13. All employers viewed Adult Education as worthwhile and necessary for the community.

RECOMMENDATIONS

1. The Missoula County High School District should continue its effort to meet the educational needs of the undereducated adult.

2. Information about Adult Basic Education programs should be made more available to the target population; special emphasis should be placed on getting this information to unskilled workers. This information should indicate how the programs can meet unmet educational needs. Word-of-mouth, the newspaper and mailed brochures are recommended as sources for disseminating the information

3. Basic skills, particularly math and reading, should receive continued emphasis. Instruction should be directed toward preparation for the G.E.D. examination; earning of high school diplomas; increasing job competency and qualifications for the undereducated adult.

4. Adult Education courses designed to assist unskilled workers in moving into skilled occupations should receive continued emphasis.

5. Adult Education programs should put greater emphasis on providing consumer skills courses.

6. The Adult Education program should continue to provide a wide variety of courses in the academic, vocational, hobby and leisure time activities areas.

7. Adult and vocational education programs should seek additional ways to provide linkages with employers and their training programs.

8. Now that baseline data has been established, Adult Education Community Needs Assessments should be conducted at regular intervals, perhaps every 4-6 years.

SECTION IV

APPENDICES

A. COMMUNITY SURVEY INSTRUMENT
B. EMPLOYER SURVEY INSTRUMENT
C. INDEX OF TABLES

BIBLIOGRAPHY

APPENDIX A

COMMUNITY SURVEY INSTRUMENT

DEMOGRAPHICS

Address _____

How long have you lived at this address _____

1. What is your age? _____

   (Don't ask, but check) Sex: ____Male ____Female

2. Do you have any handicaps?

   ____Yes ___physical ___emotional ___visual ___learning

   ____No

3. Are you: ____Single ____Married ____Divorced ____Widowed?

4. What is the last year of school you completed? _____

5. How many people depend on you for financial support? _____
   Do you have children?
   ____Yes How many? ____ What are their ages? _____
   ____No

6. What is your annual income? ____0-9,999
   ____10,000-14,999
   ____15,000-19,999
   ____20,000-29,999
   ____30,000+

7. Are you presently employed?

   ____Yes Where? _____
   (If yes, check appropriate category, then ask question 8.)

   ____No
   (If no, check appropriate category, ask 7a-7c, then ask question 9.)

   Categories:
   (don't ask, but check:)
   ____Unskilled
   ____Skilled
   ____Professional

   7a. Is your work seasonal? ____Yes ____Summer ____Winter ____Fall ____Spring
   ____No

   7b. How long has it been since you've worked?
   ____Less than one month
   ____1-6 months
   ____Over 6 months

   7c. When you are working, what type of work do you do?
   ____Unskilled
   ____Skilled

8. Do you like your present job? _____Yes _____it's o.k. _____No

9. Do you want to continue doing this type of work?
_____Yes (go to delivery system)
_____No (Ask 9a-c)

9a. What kind of work would you like to do?_____
(Don't ask, but check)
_____Unskilled
_____Skilled
_____Professional

9b. Have you had any training or experience in this?
_____Yes Where?_____
_____No

9c. Where might you go to get this training?_____

DELIVERY SYSTEM

Now I'm going to ask you some questions about training programs, courses, and activities intended to teach people about things they want or need to learn. We'll call these Adult Education Programs.

10. What does the term Adult Education mean to you?_____

_____

11. What does the term Adult Basic Education mean to you?_____

_____

12. Have you heard either term before?
_____Yes Which one? ___Adult Education __Adult Basic Education __Both

12a. How did you hear about it
_____Word of mouth _____Newspaper
_____Radio _____Helping agency
_____Television _____Employer

13. Are you familiar with the Adult Education Program in Missoula? ___Yes ___No

14. Have you attended any Adult Education Programs?
_____Yes (Go to 14a-b)
_____No (Go to 15)

14a. What was your reason for attending?
_____To pass the G.E.D. test
_____To get a job
_____To become qualified for job advancement
_____To get a better job
_____To learn how to do everyday tasks and duties around the home better

_____To spend my spare time more enjoyably
_____To meet new and interesting people
_____To get away from the daily routine
_____To become a better informed person
_____Other_____

14b. Were you satisfied with the program?
_____Yes
_____No Why not?_____

15. Do you feel you have any educational needs?
_____Yes (go to 16)
_____No (go to 18)

16. In which of the following ways could Adult Education be most helpful to you?
_____To pass the G.E.D. test
_____To get a high school diploma
_____To get a job
_____To become qualified for job advancement
_____To get a better job
_____To learn how to do everyday tasks and duties around the home better
_____To spend my spare time more enjoyably
_____To meet new and interesting people
_____To get away from the daily routine
_____To become a better informed person
_____Other_____
(If a need is checked ask Question 17)

17. Do you plan to take any courses in the category(ies) indicated above?
_____Yes
_____No

17a. What would be the most convenient time for you to participate in a course?
___Morning ___Late afternoon (4-7 p.m.)
___Afternoon ___Evening

17b. Where could Adult Education courses be offered in order to make it easy for you to participate in them?
_____Neighborhood grade school
_____Neighborhood high school
_____Missoula Vocational Technical Center
_____Other_____

18. Has a lack of transportation ever prevented you from participating in an Adult Education course?
_____Yes _____No

18a. Would a lack of transportation prevent you from participating in an Adult Education course?
_____Yes _____No

19. Has a need for child care ever prevented you from participating in an Adult Education course?
_____Yes _____No

19a. Would a need for child care prevent you from participating in an Adult Education course.
_____Yes _____No

CURRICULUM

20. Have you ever experienced difficulty in reading?
_____Yes Have you experienced this difficulty when reading any of the following?

_____Signs and labels—such as road signs, clothing tags, medicine labels.
_____Schedules and tables—such as bus schedules, work schedules, school schedules.
_____Sets of directions—for cooking, the use of tools and machinery, for sewing with a pattern.
_____High interest factual narratives—such as news reports or magazine articles.
_____Advertisements—such as department store advertisements, food store ads or advertisements in the phone book.
_____Technical or legal documents—such as sales contracts, insurance policies, guarantees or apartment leases.
_____Maps—such as city maps, road maps.
_____Forms—such as job application forms, credit applications, insurance forms.
_____No (If no go to question 21.)

20a. Were you ever denied a job because of reading problems?
_____Yes What job(s)?_____
_____No

20b. Were you ever denied a promotion because of reading problems?____Yes____No

20c. Have reading problems ever caused you embarassment?
_____Yes When?_____
_____No

21. Have you ever experienced any difficulty in Math?_____Yes _____No (If no go to 21c)

21a. Has you Math ability ever caused you difficulty in any of the following:
_____Job
_____Education and Training
_____Personal and Social life
_____Recreational/leisure time activities
_____None of the above

21b. Could you use help in:
_____Whole numbers
_____Fractions
_____Decimals
_____Percent
_____Measurement
_____Word problems
_____Consumer and Personal Math
_____None of the above

21c. Do you understand the metric system? _____Yes _____No

22. Have you ever experienced any difficulty in writing?_____Yes_____No(If no go to 23)

22a. Do you feel you have been denied a job or job advancement because of difficulty with writing?_____Yes_____No

23. Do you ever feel a need to learn things that would help you become a better consumer?
_____Yes What?_____
_____No (Go to 25)
(If any needs are stated ask 23a and 24)

23a. Do you plan to take any courses to meet these needs?
_____Yes What?_____

_____No (If 23 was yes) Why not?_____

24. Would you like to talk to a trained professional about your needs?
_____Yes
_____No

25. Do you know that Adult Education courses that lead to a G.E.D. or high school diploma are free?
_____Yes
_____No

26. Do you think your local school district should try to meet the educational needs of adults who did not graduate from high school?
_____Yes
_____No

27. Which should be used the most to pay the cost of meeting the educational needs of adults with less than a high school education?

_____Federal Taxes	__10%	__20%	__30%	__40%	__50%	__60%	__70%	__80%	__90%	__100%
_____State Taxes	__10%	__20%	__30%	__40%	__50%	__60%	__70%	__80%	__90%	__100%
_____Local Taxes	__10%	__20%	__30%	__40%	__50%	__60%	__70%	__80%	__90%	__100%
_____Student Fees	__10%	__20%	__30%	__40%	__50%	__60%	__70%	__80%	__90%	__100%

28. Would you like to learn more about Adult Education programs in Missoula?
_____Yes How would you like us to inform you?
___Mailed Brochure ___Radio
___Telephone ___Television
___Newspaper ads ___In person

29. Is there anything else you would like to tell us about how you feel regarding Adult Education in Missoula?
_____No
_____Yes_____
_____
_____
_____
_____

30. Have we left out any important concerns of yours?
_____No
_____Yes_____
_____

APPENDIX B

INTERVIEW FORM
EMPLOYERS

Name of Company_____

Position of individual being interviewed_____

1. Number of employees_____

   1a. Number of skilled employees_____

   1b. Number of unskilled employees_____

   1c. Number of professional employees_____

2. Number of shifts____

   2a. Length of shifts

   1.____ to ____
   2.____ to ____
   3.____ to ____

3. What is your company's educational criteria for job entry at:

   3a. The unskilled level_____

   3b. The skilled level_____

   3c. The professional level_____

4. What is the most frequent cause for your rejection of an applicant?

   _____education
   _____experience
   _____personality
   _____handicaps
   _____ability to perform work
   _____other, specify_____.

5. Among your employees have you noticed any deficiencies in:

   5a. Reading skills

   _____Yes Nature of problem_____
   _____No

   5b. Math skills

   _____Yes Nature of problem_____
   _____No

   5c. Writing skills

   _____Yes Nature of problem_____
   _____No

   (If yes to any of the above, ask 5d, if no ask 5e)

5d. What category of employee (unskilled, skilled, professional) seems to have the most frequent incidence of skill deficiency?

____Unskilled	Deficient in:	___Reading	___Writing	____Math
____Skilled	Deficient in:	___Reading	___Writing	____Math
____Professional	Deficient in:	___Reading	___Writing	____Math

5e. What do you do when a deficiency is noted?

_____

_____

6. Are you aware of the Adult Education programs in Missoula?

____Yes (go to 7, skip 8, then go to 9)

____No (go to 8)

7. Have you ever suggested Adult Education to any of your employees?

____Yes

____No

8. Would you be interested in learning more about these programs?

____Yes

____No

9. Would your company be willing to provide release time for employees to attend Adult Education courses?

____Yes

____No

10. What time should courses be offered in order to best facilitate participation by your employees?

____Morning

____Afternoon

____Late afternoon (4-7 p.m.)

____Evening

11. In order to allow your emplcyees to utilize Adult Education programs where should courses be offered?

____At Missoula Vocational Technical Center

____At employers place of business

____Other_____

12. Would you encourage your employees to participate in Adult Education programs if they were offered at your business location?

_____Yes
_____No
_____Would make no difference

13. Would your company consider paying tuition costs to enable employees to attend Adult Education programs?

_____Yes Would your company be willing to pay tuition costs for courses in:

_____Reading
_____Writing
_____Math
_____Only for courses that specifically relate to their occupation

such as_____

_____No

14. What kinds of educational needs do your employees have that Adult Education should meet?

_____Reading
_____Writing
_____Math
_____Courses that specifically relate to their occupation such as:

_____

15. In comparison with workers who do not have a high school diploma or its equivalent, how quickly do those who have a diploma advance to higher paying positions?_____

_____

16. Does your company provide training programs for employees?

_____Yes _____Basic skills, i.e., reading, math, writing
_____Occupational skills
_____Personal development

_____No

17. Are you aware of Missoula Vocational Technical Center?

_____Yes
_____No

18. During the past five years, has your company hired anyone who has participated in an Adult Education program?

_____Yes About how many_____

_____No

19. If you had to choose between two applicants who were equally qualified with the exception that one had a G.E.D. and one had a high school diploma, which would you prefer?

_____G.E.D. Why_____

_____H.S. diploma Why_____

_____No preference Why_____

20. Do you feel there is an oversupply of:

_____Unskilled personnel _____Yes _____No

_____Skilled personnel _____Yes _____No

_____Professional personnel _____Yes _____No

_____None

21. In what areas do you feel there is a shortage of trained personnel?

_____Unskilled _____Yes _____No

_____Skilled _____Yes _____No

_____Professional _____Yes _____No

_____None

22. Do you anticipate any changes in your company's labor demands over the next five years?

_____Yes Why_____

What kind of change_____

23. What courses could we offer that would make you want to hire our students?

_____

24. How do you think we can effectively recruit students for Adult Education classes?

_____Brochure
_____Telephone
_____Newspaper
_____Radio
_____Television
_____Other_____

25. Do you have any suggestions for improving Adult Education?_____

_____

26. Is there anything else you would like to tell us about how you feel regarding Adult Education in Missoula?_____

_____

27. Have we left out any important concerns of yours?_____

_____

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